

Back to Boyer: Emerging and intersecting forms of scholarship: SoTL and SOED

Brian Smentkowski, Founding Director of the Centers for Excellence in
Teaching and Learning and Service Learning, University of Idaho

Editor, *To Improve the Academy: A Journal of Educational Development*

The Boyer Angle

- Ernest Boyer envisioned multiple forms of *–and pathways to–* scholarship.
- His plea was for diversity: a diversity of institutional types and missions, disciplines and faculty, approaches and products.
- It was a counterforce to what Donald Shoemaker called “the technical rationality of research” –the governing paradigm of discipline-specific research.
- Where does UI stand? What is “scholarship”? What “counts”?
 - Is this the research school dilemma? Is SoTL and SOED considered “research light” – unnecessary and insufficient? Or is it something more?
 - Consider the Hutchings, Huber, Ciccone continua for the scope and depth of adoption on campus:
 - Is the scope of adoption widespread, mixed, or localized?
 - Is the depth of adoption deep, mixed, or shallow?
- How do you drive pedagogical innovation?

Through research?

In class and as a campus: a gap or a union?

SoTL

- First Generation SoTL: Defining the field. CASTL = an attempt to develop scope and depth along several dimensions and across institutions.
- Second Generation SoTL: Diversity of _____ in doing SoTL.
- Integration of theory.

SOED

- First Generation: Defining the field. What it is and what it is not. TIA = an attempt to define the field through reflection, research, and practice.
- Second Generation SOE: A Taxonomy and a call for diversity.
- Integration of theory.



Scholarship of Educational Development

A
Taxonomy

PRACTICE

Scholarship in this category is all about what we do—our practice. This can range from a report on what works (or doesn't work) to qualitative and quantitative assessment of changes in practice.

Palmer, M.S., Bach, D.J., & Streifer, A.C. (2014). Measuring the Promise: A Learning-Focused Syllabus Rubric. *To Improve the Academy: A Journal of Educational Development* 33 (1), 14-36.



INTEGRATION

Scholarship in this category is all about integrating other perspectives into our work, whether it is a theory, concept, framework, or method.

Manathunga, C. (2006). Doing Educational Development Ambivalently: Applying Post-Colonial Metaphors to Educational Development? *International Journal for Academic Development*, 11(1), 19-29.

HIGHER EDUCATION

Scholarship in this category is all about our role in organizational development and focus, looking at teaching and learning in the big picture (i.e. higher education). This could focus on a key issue or a particular method or instrument for increasing our understanding.

Sorcinelli, M.D. et al. (2005). *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Bolton, MA: Anker.

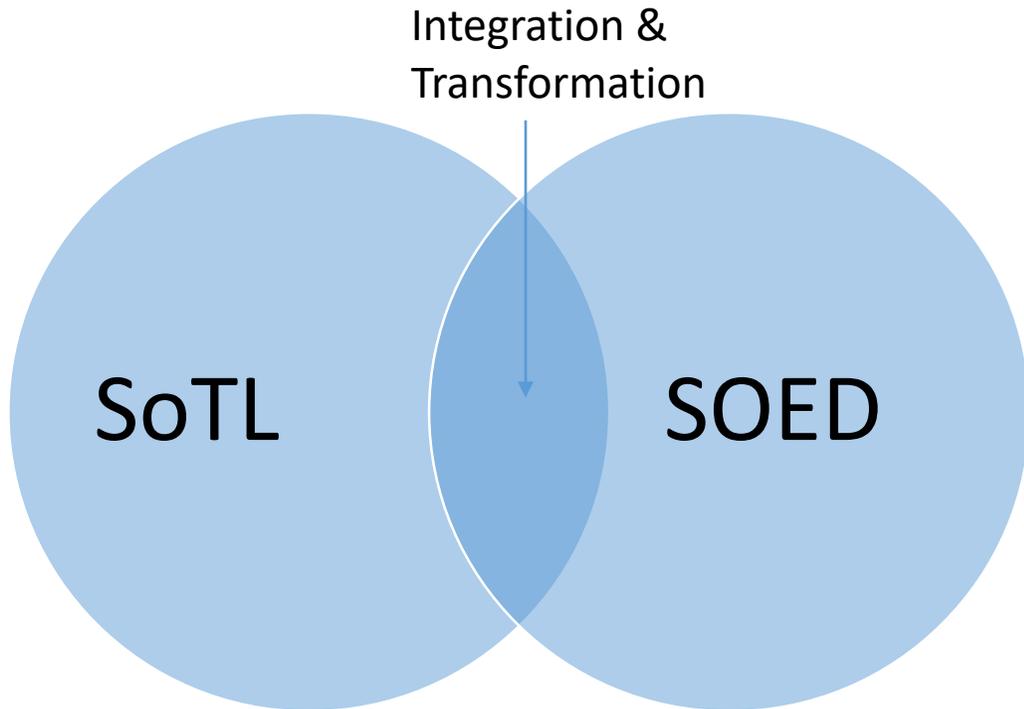


SYNTHESIS

Scholarship in this category is all about synthesizing evidence, from creating bibliographies or literature reviews, to developing guidebooks, how-tos, and other useful collections of knowledge.

Gillespie, E. & Robertson, D. (2010). *A Guide to Faculty Development (2nd Edition)*. San Francisco: Jossey-Bass.

Common denominator: integration and transformation



- Boyer’s call was for diverse forms of scholarship.
- In 2007, Pat Hutchings called for greater diversity and integration of theory into SoTL. (rigor, value, validity).
 - That call is still active
- In 2017, TIA began to aggressively advance a SOED that represents diverse perspectives, ideas, and practices, with an emphasis on the integration (and development of) of theory and methods.
- A unifying theme: “While the heart of SoTL is the classroom, the heart of the Boyer Model is campus” (Laura Cruz*)
 - Can we not improve and innovate teaching and learning AND transform institutional culture?

How?

- What is your educational development practice at your university?
- What about your educational development research?
 - Pick one good idea, or maybe have a couple of ‘team’ efforts going, and a date; say –for POD next year, we will present data on the design and impact of our course redesign institute and submit an article to TIA. I am always an email away to give you a read and support for “dusting off what you’ve got”.
- How about SoTL(E)?
- Interests, obstacles, and opportunities?
- Advice: “Back door” strategies.
 - Link SoTL to your already strong scholarly teaching foundation. Work with a group of faculty to take that next step and “go public”. Build a proof of concept model that scales gradually, not all at once. I’ll send you some outstanding resources to accomplish this.
 - Link SoTL to Course (Re)Design. More than one university has launched or re-launched SoTL this way. CR is your point of entry: faculty redesigning teaching to, among other things, engage/enhance learning.
 - Look for evidence not only in the class and in teaching (changes in the syllabus, methods of instruction, assignments, and assessments) but in learning; measuring the impact of change on student learning/success – whatever, precisely, the dependent variable is.
 - Remember that faculty are motivated by a recognition and efficacy –a sense that they are making a difference. CLTs can celebrate and support that.
- My current strategy: linking scholarly teaching and SoTL directly to the course redesign value proposition –working together to do something so impactful that it may merit publication.